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ABSTRACT

Project Bilingual Spanish-to-English Career Training (BISECT) in its first year of funding offered bilingual instruction, career awareness development, and supportive services to 255 Hispanic students of limited English proficiency. Title VII, Title I, and tax-levy funds supported the program, which was implemented at DeWitt Clinton High School (Bronx, New York). In addition to student instructional services, a number of other areas were covered: curriculum development; staff development; parent participation; and supportive services, including guidance and academic counseling, home visits, career awareness activities, visits to educational and cultural sites, two newsletters, and visits to junior high schools. Analysis of student data indicated that (1) the program met its objectives in English language development; (2 IMPACT students exceeded program objectives in career or vocational classes and in mathematics, science, social studies, and native language courses; and (3) attendance of program students was significantly higher than the school's general attendance rate. (GC)

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DEWITT CLINTON HIGH SCHOOL

PROJECT BISECT

1982-1983

OEE Evaluation Report

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UD023635

O.E.E. Evaluation Report

March, 1984

Grant Number: G00-820-2848

DEWITT CLINTON HIGH SCHOOL

PROJECT BISECT

1982-1983

Principal:
Dr. David W. Fuchs

Director:
Ms. Ruth L. Greenblatt

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A SUMMARY OF THE EVALUATION

FOR PROJECT BISECT

DEWITT CLINTON HIGH SCHOOL

1982-1983

Project Bilingual Spanish-to-English Career Training (BISECT), in its first year of funding, offered bilingual instruction, career awareness development, and supportive services to 255 Hispanic students of limited English proficiency. Over 62 percent of the students were foreign born. While all program students spoke Spanish at home, their Spanish language ability and proficiency in English varied. Overall academic preparedness also varied among program students.

The ultimate project goal was to improve students' English language skills and to assist them in identifying career interest areas. The instructional approach was bilingual: social studies classes were taught in Spanish and English; mathematics and science were taught by English-speaking teachers assisted by bilingual paraprofessionals.

Title VII funds were used for administrative and support services staff. Tax-levy dollars funded the program's instructional component. Paraprofessional assistance and teacher trainers were provided by Title I funds. Curriculum materials were developed for health and para-legal careers. Supportive services included guidance and academic counseling, home visits, career awareness activities, visits to educational and cultural sites, two newsletters, and visits to junior high schools. Staff development activities included monthly meetings, workshops and lectures, conferences and attendance at university courses. Parents of program students were members of the project's advisory committee and attended other project activities.

Program students were assessed in English language development (Criterion Referenced English Syntax Test and the New York City Reading Test); career or vocational courses, mathematics, science, social studies, and native language studies, (the New York City Mathematics Test and teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--Overall, program students mastered over one CREST objective in both the fall and spring, thus meeting the program objective in this area.

--Ninth-grade students successfully achieved significantly higher average post-test scores on the New York City Reading Test.

--Program students achieved overall passing rates of 97.4 percent (fall) and 99 percent (spring) in career or vocational classes, exceeding the program objective.

--In mathematics, science, social studies, and native language courses, program students achieved overall passing rates exceeding 80 percent passing each semester.

--The results for ninth- and tenth-grade students tested on the New York City Mathematics Test were statistically significant.

--The attendance of program students was significantly higher than the attendance rate of the school, meeting the objective in this area.

Project BISECT's successful implementation can be attributed to: staff competence and commitment; program organization; curriculum development; and parental involvement.

The following recommendations are aimed at improving the program's overall effectiveness:

--Attempting to recruit fully bilingual personnel in the areas of mathematics and science for the effective development of students' linguistic and cognitive skills.

--Conducting a needs assessment for Title VII and instructional staff for planning and providing staff development activities.

--Increasing coordination between teachers and educational assistants.

--Increasing coordination among the bilingual program staff, content-area teachers, and their respective department heads to enhance curriculum development efforts.

--Expanding the program's tutoring component by including more peer tutors as well as securing additional space for small-group or individual tutoring sessions.

--Identifying potential program participants from the incoming female student group.

--Disseminating information on positive aspects of the bilingual program and school to the community, to counter the negative publicity the school has received in the past.

--Maintaining and reinforcing the successful parental involvement component of the program.

--Reporting student data as systematically and accurately as possible.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT BISECT
DEWITT CLINTON HIGH SCHOOL

Location:	100 West Mosholu Parkway S. Bronx, New York 10468
Year of Operation:	1982-1983, first year of funding
Target Language:	Spanish
Number of Students:	255
Principal:	Dr. David W. Fuchs
Project Director:	Ms. Ruth L. Greenblatt

I. CONTEXT

COMMUNITY SETTING

Throughout the 1970's, there were sporadic demographic changes in the Jermone Avenue section of the North Bronx. A core of home owners and apartment building operators remained in the area as less affluent minority families began moving into the neighborhood. As a result, the area now has a heterogenous population, and a stable group of small businesses lines the avenue.

In the midst of this community is the city's only all-boys' high school, DeWitt Clinton. An imposing three-story structure built in 1927, Clinton occupies a square city block and is surrounded by trees and lawns. While Clinton draws its students from all sections of the Bronx, most live in the South Bronx.

SCHOOL SITE

The demographic changes in the community are reflected in the school's population. Once enrolling primarily students of Irish, Italian, and Jewish descent, DeWitt Clinton's student body is now predominantly

black (52.2 percent)* and Hispanic (46.2 percent) with a small group of Korean and Haitian students (less than one percent). In addition to the change in ethnic mix, the school's enrollment has declined over the past few years. Staff has attributed this decline to the school's reported reputation as "unsafe" as well as its policy of admitting only males. The administration has taken steps to eliminate the exaggerated rumors of school violence and, in September, 1983, female students are to be admitted into the school. Currently, an aggressive recruiting campaign is in progress to increase future enrollment.

*Source. Pupil Ethnic Composition Report, October, 1982, Office of Student Information Services, Board of Education of the City of New York.

II. STUDENT CHARACTERISTICS

Two hundred fifty-five male students participated in the 1982-83 bilingual program. Of that number, 38 percent were Spanish-speaking students born in the United States. The remaining 62 percent were foreign-born. Table 1 presents the program students by country of origin.

The students' range of literacy in Spanish and English varies from functional illiteracy (20 percent) to grade level performance. Program students tend to speak Spanish among themselves and outside school at home and in the community, where the need for English is minimal.

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	99	39
Dominican Republic	27	11
Other "Caribbean"	2	1
Mexico	5	2
Guatemala	1	less than 1
Costa Rica	6	2
El Salvador	1	less than 1
Colombia	1	less than 1
Ecuador	14	6
U.S.	97	38
TOTAL	253	100

•An almost equal number of program students were born in Puerto Rico and the United States.

Program students' educational histories vary. Many have had their schooling interrupted by migrating to and from their native countries. Due to lack of opportunity, some students have received fewer years of schooling than is expected for their age group. As a result, the bilingual population tends to be older than the general school population. And, as might be expected, interrupted schooling has a direct impact on student placement, cognitive development, and English language acquisition. Table 2 presents the number of program students by age and grade, and Table 3 shows the number of years spent in the bilingual program.

According to program staff, most participating students come from low socioeconomic backgrounds, often marred by broken homes, drug abuse, alcoholism, or other stressful family situations. Consequently, many students are, for the most part, self-supporting.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	13	0	0	0	13
15	27	6	0	0	33
16	33	37	5	1	76
17	18	27	14	8	67
18	6	12	18	9	45
19	0	5	2	10	17
20	0	0	1	1	2
TOTAL	97	87	40	31	255
Overage Students					
Number	57	44	21	11	133
Percent	59	51	53	35	52

Note. Shaded boxes indicate expected age range for grade.

- Most program students were in the ninth and tenth grades.
- Fifty-two percent of the program students were overage for their grade.
- Most overage students were in the ninth grade.

TABLE 3

Time Spent in the Bilingual Program[a]

(As of June 1983)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	0	0	0	2	2
1 Academic Year	97	86	40	29	252
TOTAL	97	86	40	31	254

[a]Rounded to the nearest year.

•Only two students entered the program during the academic year.

III. PROGRAM DESCRIPTION

OVERVIEW

The history of bilingual programs at DeWitt Clinton High School is well documented. From its first bilingual offerings in the early 1970's, Clinton has provided comprehensive services to students of limited English proficiency (LEP) including courses such as English as a second language (E.S.L.) and English to the foreign born. In both these initial course offerings, as well as the subsequent Title VII-funded Bilingual-Bicultural Program, DeWitt Clinton raised the quality of instructional and non-instructional services to its LEP students.

Project BISECT represents the latest attempt to provide needed assistance to the LEP students within the school. Funded under Title VII in October, 1983, the project has three major aims:

--to accelerate the transition from Spanish to English instruction for LEP students;

--to increase career awareness by providing vocational counseling; and

--to coordinate linguistic skills training with career orientation.

To reach these primary objectives, Project BISECT uses an E.S.L. curriculum and, as needed, an intensive remedial English reading program. Program students attend mainstream classes in art, music, health education, and vocational training. In addition, interest inventories and career aptitude tests are given to determine the career interest areas of each BISECT participant. Project staff members believe that the early

development of a positive career interest will lead t, improvement in school attendance among Hispanic students with limited English language skills.

PROJECT OBJECTIVES

During its first year of funding, the program proposed the following instructional and non-instructional objectives.

Instructional Objectives

1. As a result of program participation, students will master an average of one objective per month of treatment on the Criterion Referenced English Syntax Test (CREST).

2. Non-E.S.L. students will show significant growth in English language reading ability as demonstrated by scores on the New York City Reading Test.

3. As a result of program participation, 25 percent of the students will be programmed into one or more English instruction major subject classes for social studies, science, or mathematics in the fall of 1983.

4. Eighty-five percent of program students will pass the career or vocational classes in which they are enrolled.

5. By June of 1983, at least 60 percent of participating students will have been tested for vocational interests and aptitudes. Forty-five percent of that number will have received guidance counseling in the appropriate academic and vocational areas reflected in the test results.

Non-Instructional Objectives

1. Attendance for program students will surpass that of the school as a whole during 1983-1984.

2. Program students will attend at least eight cultural functions conducted in English.

3. By June of 1983, participating students will have visited six businesses, thus increasing development of their vocational interest.

4. Bilingual curriculum materials will be developed for office skills and health careers.

5. At least 12 English language workshops will be held for parents of program students.

6. Parents of program students will be contacted twice each semester for an update of their childrens' progress.

7. An advisory committee will be established and will hold at least nine meetings during 1983-1984.

8. At least one newsletter will be issued during 1983-1984.

9. Funds will be available for staff wishing to attend university courses.

ORGANIZATION AND STRUCTURE

Figure 1 illustrates the organizational structure of Project BISECT. The Title VII staff operates under the direct supervision of the assistant principal for business, foreign language, and E.S.L. It is the task of the assistant principals in the content-area and career departments to supervise bilingual instruction in their respective areas. The project director coordinates the activities of the bilingual instructional staff (organized under the subject-area departments of the school) with the activities of Project BISECT. The director oversees curriculum development, staff training, budget allocations, and the activities of the Title VII staff (a bilingual guidance counselor, a resource teacher, a family assistant, three educational assistants, and a part-time school secretary). She is assisted by the guidance counselor who supervises the family assistant, and by the resource teacher who conducts parent workshops and supervises the educational assistants.

Project BISECT enjoys school-wide support at DeWitt Clinton. The somewhat negative view of bilingual education which existed in the

past has diminished. The project director and her staff have been instrumental in presenting the principles and philosophy of bilingual education to the rest of the Clinton faculty.

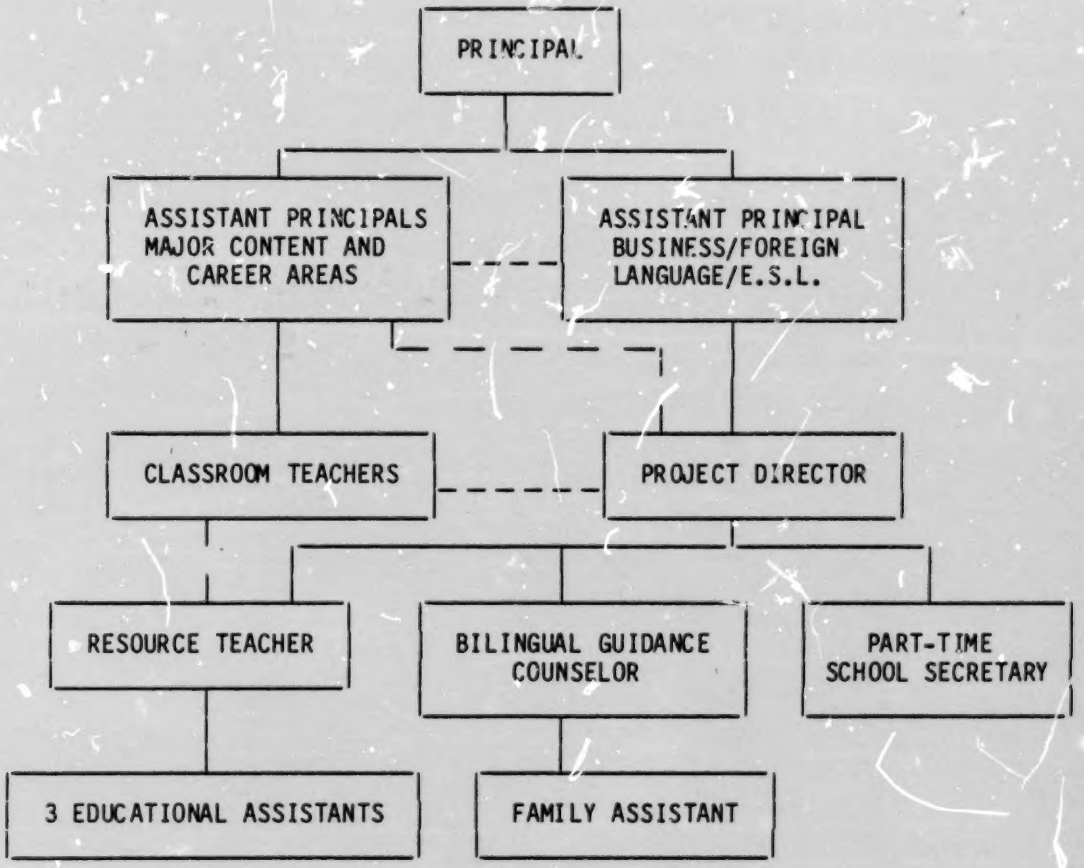
The program also enjoys the support of the school's principal. He views Project BISECT as an important component of DeWitt Clinton's curriculum and has taken a public stance in favor of bilingual education. Under his leadership, female LEP students in need of bilingual education will be admitted to Clinton in September, 1984.

FUNDING

Funding for the project comes from various sources. As Table 4 illustrates, Chapter I and tax-levy funds are used to support the program's instructional component. Funding for non-instructional services comes primarily from Title VII funds. As illustrated in Table 5, Title VII funds are used to support supervision, curriculum development, career guidance and testing, supportive services, staff development, parent activities, and the position of the part-time secretary.

FIGURE 1

BISECT Organizational Chart



_____Supervision

----------Collaboration and Communication

TABLE 4

Funding of the Instructional Component[a]

	Funding Source(s)	Teacher	Paraprofessional
E.S.L.	Chapter I	1 (5 classes)	1 (5 classes)
English to Foreign Born	Tax Levy	2 (1 class each)	
	Module 5B	1 (1 class)	
	Title VII		2 (1 class each)
Spanish	Tax Levy	2 (1,4 classes)	
	Title VII		2 (1 class each)
Mathematics	Tax Levy	2 (1,2 classes)	
	Title VII		2 (2 classes each)
Social Studies (Bilingual)	Module 5B	1 (3 classes)	
	Title VII		1 (2 classes)
Science	Tax Levy	2 (1 class each)	
	Title VII		2 (1 class each)
Tutoring	Chapter I		1 (2 periods)
	Title VII		3 (3 periods each)

Source: High School Personnel Inventory for Bilingual/E.S.L. Programs, April 15, 1983, Division of High Schools, New York City Public Schools.

TABLE 5

Funding of Non-Instructional Program Components

	Funding Source(s)	Personnel: No. and Title(s)
Administration and Supervision	Title VII	1 Project Director
	Tax Levy	1 Assistant Principal
	Module 5B	1 Bilingual Social Studies Teacher
Curriculum Development	Title VII	1 Project Director
	Title VII	1 Bilingual Guidance Counselor
	Title VII	1 Bilingual Guidance Counselor
Supportive Services	Title VII	3 Educational Assistants (Paraprofessionals)
	Title VII	1 Family Assistant
	Title VII	1 Resource Teacher
Staff Development	Title VII	1 Project Director
	Title VII	1 Bilingual Guidance Counselor
Parental and Community Involvement	Title VII	1 Family Assistant
	Title VII	1 Bilingual Guidance Counselor
	Title VII	1 Project Director
	Title VII	1 Resource Teacher
Secretarial and Clerical Services	Title VII	.6 (3/5) School Secretary

•All personnel, except assistant principal and part-time school secretary, are bilingual in Spanish and English.

IV. INSTRUCTIONAL COMPONENT

PLACEMENT

In order to qualify for the program, students must score below the twenty-first percentile on the English version of the Language Assessment Battery (LAB), and achieve higher scores on the Spanish version. Spanish-speaking students whose reading scores fall two years below grade-level on the New York City Reading Test (P.S.E.N.) are also program candidates. Because arbitrary cut-off scores can discriminate against students who need assistance, other criteria are also taken into consideration, including poor academic performance, recent immigrant status, feeder-school recommendations, teachers' referrals and parents' requests, and the results of interviews with program staff. Once accepted into the program, students are placed in classes based on previous school records, language skills, special interests and abilities, and performance on placement tests. As a result, some program students are mainstreamed for content-area courses.

Program students are continuously monitored. Decisions about mainstreaming are based on the student's self-concept, LAB scores, and teacher recommendations. It is expected that 50 students will be mainstreamed this year.

INSTRUCTIONAL OFFERINGS

Table 6 presents the courses offered in E.S.L. during the fall and spring semesters, the average class register, and a description of the materials used in all courses. All E.S.L. classes emphasize reading, writing, and discussion techniques. Classes are held for five periods each week and all are designed for program students, although a small number of students of other language backgrounds may participate.

TABLE 6

Instruction in English as a Second Language

Course Title and Level	Number of Classes	Average Class Register		Curriculum or Materials in Use in All Classes
		Fall	Spring	
LTE I Beginning	1	16	11	Lado Series
LTE II Intermediate	1	15	18	Composition - letter writing
LTE III Advanced	1	27	14	Word games - songs
LTE IV Transitional	1	20	18	Career training through speakers and films on medical professions, aviation, mechanical engineering, music, and art. Working out problems from the students' English classes.

Table 7 presents the Spanish language courses taught in the fall and spring semesters. Spanish-dominant students were placed in either beginning (levels 1 and 2), intermediate (levels 3 and 4), or advanced (levels 5 and 6) classes. Except at the advanced levels, classes included both Spanish- and English-dominant* students and were held for five periods each week. The advanced levels included only Spanish-dominant students and stressed literature and native cultures.

*English-dominant students were those for whom Spanish was either a foreign language or a language used at home by parents but not the student's main language.

TABLE 7

Instruction in the Native Language

Course Title and Level	Number of Classes		Average Class Register		Curriculum or Materials in Use
	Fall	Spring	Fall	Spring	
Native Spanish 1	2	0	29	0	First year: Susana
Native Spanish 2	0	2	0	27	y Javier
Native Spanish 3	2	0	39	0	Second year: Puntos
Native Spanish 4	0	2	0	30	Criticos
Native Spanish 5	1	0	39	0	Third year: Nuevas
Native Spanish 6	0	1	0	36	Lecturas

Table 8 presents the mainstream content-area classes in which program students were placed. Students were assigned to these classes on the basis of ability and graduation requirements. Originally, content-area courses were to be taught in Spanish, while health education, art, and music were to be taught in English. However, these plans were modified when the project was unable to identify bilingual mathematics and science teachers. Thus, mathematics and science classes were taught by English-speaking teachers, assisted by bilingual paraprofessionals. Only social studies classes were taught in a bilingual mode.

TABLE 8

Program Student Participation in Mainstream Classes

Course	Number of Students Fall	Spring
General Mathematics	22	33
Algebra	33	48
Geometry	1	0
11th Year Mathematics	0	2
Computer Math	1	7
General Science	10	16
Geology	7	2
Biology	53	27
Physics	1	0
Hygiene	83	77
World Geography	1	1
American History	15	15
World History	51	27
Economics	7	11
Civics	6	24
Other	2	5
Health Careers	9	23
Vocational Work	1	0
Music	17	29
Art	30	19
Drafting	2	3
Metal Work	1	2
Wood Shop	13	15
Auto Mechanics	8	16
Business Work	3	1
Record Keeping	3	9
Office Machines	5	0
Typing	17	19
Other	17	12

CLASSROOM OBSERVATIONS

Two classes in science and social studies were observed. The science class was conducted in English, while the social studies class was conducted in Spanish. The observations focused on the precision of lesson objectives, student preparedness, language usage, and appropriateness of materials. In both classes the lesson objectives were precise, and students seemed to understand the purpose of the lesson.

In the science class, students received whole-group instruction in English with translations by the bilingual educational assistant as needed. Seventeen students were present out of 29 on the register.

All exchanges between teacher and students were in English. Conversation among students was in Spanish as was conversation between the educational assistant and the students. The teacher had a firm command of the class; the lesson was structured and the class was orderly. Each student was given an opportunity to comment on and actively participate in the instructional process. The teacher noted that while most students fared well in science classes, some students were not prepared to perform at a level commensurate with their grade because they had no previous science instruction. Both the teacher and the educational assistant commented on their positive relationship and how each facilitated the other's classroom tasks.

Thirty-seven students were present in the social studies class. They were prepared for the lesson which took the form of lecture and discussion in Spanish. Students asked or responded to questions and

actively took part in the instructional process. The homework assignment was given in both English and Spanish. Although a bilingual educational assistant was present in the class, instruction and classroom management were conducted by the teacher.

TUTORING SERVICES

The tutoring program is a distinguishing feature of Project BISECT. Tutors assist any student who is having difficulties with content-area subjects. There are eight volunteer tutors: four from Lehman College and four peer tutors. There is also one paid tutor funded by an outside agency. Peer tutors are selected on the basis of teacher recommendations, academic standing, and attendance record and are trained by the guidance counselor and resource teacher.

Students are tutored individually or in groups of no more than eight. Tutoring is in which ever the student considers to be his stronger language. Both English and Spanish are used in individual and group tutoring.

In four observed tutoring sessions, student participation was excellent as was the rapport between students and tutors. The tutors maintained a professional yet cordial attitude toward the students and students appeared to understand the tutors' suggestions.

V. NON-INSTRUCTIONAL COMPONENT

CAREER DEVELOPMENT AND TRAINING

A unique feature of Project BISECT is its emphasis on career development and training through interest inventory testing. Rather than giving program students a hands-on exploratory placement experience, BISECT evaluates students' interests by using JOB-O C.F.K.R. career materials, written in both English and Spanish. Based on the results of these interest inventories and aptitude tests, students are counseled and given a list of courses offered at Clinton that will lead to appropriate career choices. It is believed that this approach motivates students to attend school because the information and course offerings are of practical value.

Clinton offers career courses in mass media, health services, business and office skills, fine arts, industrial arts, sports careers, and military arts (R.O.T.C.). This year, program students, for the most part, focused on health services and office skills areas (see Table 8). Among the courses offered in these areas were the following: introduction to health careers, health services, health services skills (after-school paid work experience at Montefiore and North Central Bronx Hospitals), animal care and pet grooming, horticulture, typing, record keeping, business machines, business dynamics, and computer literacy.

In addition to health services and office skills courses, program students could participate in the Shared Instruction Program offered throughout the city. This program allows students to attend career-related classes in other high schools particinating in the

program. In addition, through the Division of High School's summer '83 program, students could attend career courses in a variety of career areas (see Appendix A).

In conjunction with career education classes and accompanied by the Title VII careers counselor, program students made site visits to various businesses (see Appendix B) and attended lectures on employment opportunities (see Appendix C). Students, as well as site hosts and guest lecturers, viewed these activities as extremely beneficial and rewarding. As a result of one trip, two program students were offered and accepted summer employment. Clearly these activities further the project's career component goal of developing participants' vocational interests, in addition to securing part-time jobs or other kinds of work experience. Generally, these activities are the result of the program's guidance counselor, who organized field trips and guest lectures, and has begun local job development activities in addition to his ongoing counseling responsibilities.

To further strengthen the project's career component, a drama consultant was hired to train five teachers in career aspiration identification techniques for bilingual students. The consultant also worked with students in career clarification activities. Most of this was done through short stories, essays, writing scripts, and role playing under the title of "Careers Through Drama."

CULTURAL ACTIVITIES

The program proposed that participating students would attend at least eight cultural functions conducted in English. A list of these

activities as well as school assembly programs and other cultural events are included as Appendix D. It appears from these activities that the program objective in this area was realized.

CURRICULUM DEVELOPMENT

Project BISECT used program-developed as well as commercially-produced curriculum materials. Project staff also adapted curriculum materials developed by the city school system. During the 1982-83 school year, the guidance counselor and the resource teacher developed a para-legal curriculum and a health careers curriculum, thus meeting the proposed objective in this area.

STAFF DEVELOPMENT

Staff development was a key element in the successful implementation of Project BISECT. Development activities included in-service training, workshops, and conferences, and attendance at university courses. In some instances, not only project staff but also other faculty members attended the in-service training sessions.

Thirty-five two-hour workshops were held for program staff and mainstream teachers. These sessions were conducted by the resource teacher and emphasized the history and development of bilingual education in America. In addition, a course in conversational Spanish was offered to the faculty.

At least once a month, the project director held a staff meeting to discuss the various components of the Title VII program and to set target dates for implementation of related activities. E.S.L.-bilingual education strategies were also part of the monthly meetings.

Appendix E lists staff development activities held outside school. Most of these activities were related to teaching reading and E.S.L. In addition, many staff members took graduate courses in bilingual education at Fordham University, the State University of New York, Lehman College, Teachers College, Rockland Community College, and City College. Appendix E also lists the out-of-town conferences attended by staff members, and the career awareness workshops attend by both staff members and program students.

PARENTAL INVOLVEMENT

Project BISECT has an advisory committee composed of parents, the principal, staff members, and students which meets on a monthly basis. Program parents also attend E.S.L. workshops and P.T.A. meetings. Parents reportedly support Project BISECT (over 24 parents were present at an advisory committee meeting attended by an evaluation consultant), and view it as having improved their children's performance in school. This support is also due, in part, to the commitment of program staff and students. Appendix F presents a detailed listing of parental and community involvement activities.

AFFECTIVE DOMAIN

Program students appear enthusiastic. Their achievement of awards and honors clearly demonstrates the seriousness with which they approach their academic performance. In June, 1983, the following honors were awarded to program students: five Arista National Honor Society awards; seven certificates of merit; one silver key mathematics award; and three memorial awards.

In 1982-83, 54 students left the program. Table 9 presents these students by grade and reason for leaving.

TABLE 9

Number of Students Leaving the Program

Reason For Leaving	Grade 9	Grade 10	Grade 11	Grade 12	Total
Fully mainstreamed	4	0	0	0	4
Discharged or transferred to alternative program	2	1	0	0	3
Transferred to another school	7	5	2		14
Graduated	0	0	0	22	22
Returned to native country	2	2	1	0	5
Removed from program by parental option	1	1	0	0	2
Discharged (Job)	0	2	0	1	3
Dropout	1	0	0	0	1
TOTAL	17	11	3	23	54

Most of the students who left the program were twelfth graders who graduated.

•Four ninth graders were mainstreamed.

Attendance

Through staff monitoring of attendance data, Project BISECT students' attendance has increased in the course of the program's first year. In addition, according to school figures, the program's attrition rate is 12.6 percent, while that of the entire school is 24.1 percent. The suspension rate for program participants is 2.8 percent compared to a 4.1 percent rate for the student body as a whole.

VI. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1982-83.

ACQUISITION OF ENGLISH SYNTAX

The Criterion Referenced English Syntax Test (CREST) was used to measure achievement in this area. The CREST was developed by the New York City Public Schools to assess mastery of instructional objectives of E.S.L. curricula at the high school level. There are four items for each objective and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25 and 15 on Level III.

A gain score was calculated by subtracting the pre-test mean score from the post-test mean and an index of objectives achieved per month was then computed. As the test's levels have not been vertically equated students must be pre- and post-tested on the same level. This results in a ceiling effect for those students who achieve high scores on the pre-test. In those cases where pre- and post-testings are on different levels no gain scores or objectives per month index may be computed. Information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

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*Board of Education of the City of New York, Division of High Schools, 1978.

Program objectives called for the acquisition of one CREST objective per month of attendance among E.S.L. students. The test was administered at the beginning and end of each term. Table 10 presents the test results by semester. CREST data were available for approximately 40 percent of the program participants identified as E.S.L. students (17 percent of all program students).

Examination of Table 10 reveals that in the fall term, students tested on Levels I and II acquired an average of 1.44 CREST objectives per month, while Level III students acquired 0.87 objectives per month. In the spring semester, students tested on Levels I and II acquired CREST objectives at the average rate of 1.20 per month and Level III students at the rate of 0.81 objectives per month. There was some variability in rates of CREST achievement. Students on Level I manifested a higher rate of CREST achievement than Level I pupils in the spring. The situation was reversed among Level II students. Among Level III students, CREST attainment was fairly consistent across semesters. When aggregated across test levels, CREST achievement rates exceeded the criterion both semesters, realizing this program objective.

TABLE 10

Results of the Criterion Referenced English Syntax Test

(Program Students, Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	16	9.38	13.88	4.50	2.73	1.63
II	8	18.00	20.63	2.63	2.57	1.02
III	9	10.67	13.00	2.33	2.74	0.87
TOTAL	33	11.82	15.27	3.45	2.69	1.29
			Spring			
I	14	13.14	16.93	3.79	3.66	1.03
II	8	14.75	20.00	5.25	3.57	1.49
III	8	9.25	12.25	3.00	3.59	0.81
TOTAL	30	12.53	16.50	3.97	3.62	1.10

*Post-test minus pre-test.

Another assessment instrument used to measure gains in reading and writing in English was the New York City Reading Test, actually two standardized tests which have been renormed for use with students from the New York City public schools. Grades 9 through 12 use the Comprehensive Test of Basic Skills (C.T.B.S.) and the California Achievement Test (CAT) as follows:

Grade	Test	Level
9	C.T.B.S.	3
10	CAT	18
11	C.T.B.S.	4
12	CAT	19

Information on psychometric properties may be obtained from the test publishers. New York City norms may be obtained from the New York City Public Schools, Office of Testing, 110 Livingston Street, Brooklyn, New York 11201.

"Effect size" was calculated for each grade level, following the procedure recommended by Cohen.* An effect size for correlated t-test is an estimate in standard deviations, freed of sample size, of the difference between means. Effect size provides additional substance to the analysis as it may be interpreted in light of Cohen's recommendations:

.20 = small effect size

.50 = moderate effect size

.80 = large effect size

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*J. Cohen, Statistical Power Analysis for the Behavioral Sciences, Academic Press.

Program objectives called for the testing of non-E.S.L. students with the New York City Reading Test and the achievement of statistically significant gains. Results are presented in Table 11 for grades 9 and 10. There were insufficient numbers of students in grades 11 and 12 to perform statistical tests. Students in grade 9 achieved a significantly higher average score on the post-test than on the pre-test with a moderate effect size. Results for students in tenth grade did not reach statistical significance. It is difficult to make conclusions about reaching the program objective in this area due to the small number of students for whom results are available.*

Presented in Table 12 are passing rates for students reported in E.S.L. classes by grade, semester, and level. Although there were no explicit program objectives in this area, many Title VII projects in New York City use a 70 percent passing rate. There was some variability in passing rates among grades and E.S.L. levels in the fall semester. This was in part due to the small numbers reported. When collapsed across grades, the passing rates exceeded 70 percent. During the spring term, there was no variability in E.S.L. grades. All E.S.L. classes achieved the remarkable passing rate of 100 percent.

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*These data were generated by matching the program's data set against the city-wide test data, matching on name, school, and student identification number. The match rate was probably reduced by clerical and keypunch errors, as well as absences.

TABLE 11

English Reading Achievement

Significance of Mean Normal Curve Equivalent Gains Between Initial and Final Test Scores of Students with Full Instructional Treatment on the New York City Reading City (P.S.E.N.), by Grade

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Effect Size
9	17	49.59	12.22	53.06	12.06	3.47	.885	2.45	.026	.60
10	13	33.46	8.99	35.92	9.48	2.46	.75	1.36	.20	.38
11	*									
12	*									

*Insufficient number of students to perform statistical test.

TABLE 12

Number of Students Attending Courses and the Percent Passing Teacher-Made Examinations in English as a Second Language

E.S.L. Level	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
				Fall						
Beginning	5	100.0	3	66.7	1	100.0	0	0	9	77.8
Intermediate	7	85.7	4	100.0	3	100.0	1	100.0	15	93.3
Advanced	8	100.0	4	75.0	2	50.0	0	0	14	85.7
Transitional	7	85.7	11	90.9	4	100.0	3	100.0	25	92.0
				Spring						
Beginning	5	100.0	2	100.0	1	100.0	0	0	8	100.0
Intermediate	8	100.0	4	100.0	3	100.0	0	0	15	100.0
Advanced	7	100.0	3	100.0	1	100.0	1	100.0	12	100.0
Transitional	5	100.0	4	100.0	2	100.0	1	100.0	12	100.0

ACHIEVEMENT IN CAREER OR VOCATIONAL CLASSES AND OTHER CONTENT AREAS

Program objectives called for an overall passing rate of 85 percent for students enrolled in career or vocational classes. Tables 13 and 14 present the fall and spring results in these areas, in addition to student performance in mathematics, science, social studies, and native language studies courses. The business/vocational courses reported include health careers, vocational work, auto mechanics, metal and wood working, drafting, record keeping, office machines, typing, business work experience, art, and music. Overall passing rates in these courses were 97.4 percent in the fall and 99 percent in the spring. The performance of tenth graders was exceptionally high: 100 percent of the students passed these courses in both the fall and spring. The program objective was realized for every grade level in both semesters.

In the content areas* of mathematics, science, and social studies, passing rates in the fall term ranged from 81 percent for mathematics to 98 percent for social studies courses. For the spring semester, again collapsing across grade levels, passing rates ranged from 84 percent for mathematics to 98 percent for science classes. There was some variability among grade levels and subject areas, but in no case was an average passing rate for any grade in any of the content areas reported below the 70 percent level.

Tables 13 and 14 also present passing rates in Spanish language classes by grade and semester. Passing rates ranged from 88 percent for

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*Mathematics courses include general math, algebra, geometry, eleventh-year math, and computer math. Science courses include hygiene, biology, geology, and general science. Social studies courses include American and world history, world geography, civics, and economics.

seniors in the fall term to 100 percent for the same group in the spring term. Program students in Spanish language courses manifested extremely high passing rates -- rates sufficiently high to meet any possible criterion in this area.

Additionally, some program students were given the New York City Mathematics Test. These results are presented in Table 15 for grades 9 and 10. For both grades, results were statistically significant in the positive direction. Effect sizes for these grades were quite good, indicating that for these students the post-test represented a substantive improvement over their pre-test scores.

TABLE 13

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects (Fall)

Courses	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Business/Vocational	26	92.3	32	100.0	29	100.0	28	96.4	115	97.4
Mathematics	56	92.9	60	78.3	22	63.6	21	71.4	159	80.5
Science	53	94.3	55	87.3	21	85.7	29	96.6	158	91.1
Social Studies	63	96.8	61	98.4	28	100.0	24	100.0	176	98.3
Native Language Studies	54	94.0	54	93.0	22	95.0	16	88.0	146	93.0

TABLE 14

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects (Spring)

Courses	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Business/Vocational	17	100.0	46	100.0	42	97.6	34	97.1	139	98.6
Mathematics	58	79.3	49	81.6	17	88.2	15	100.0	139	83.5
Science	54	98.1	51	98.0	23	100.0	21	95.2	149	98.0
Social Studies	65	92.3	49	98.0	29	89.7	13	100.0	156	94.2
Native Language Studies	56	96.0	48	96.0	20	90.0	15	100.0	139	96.0

TABLE 15

Mathematics Achievement

Significance of Mean Normal Curve Equivalent Gains Between Initial and Final Test Scores of Students with Full Instructional Treatment on the New York City Mathematics Test (P.S.E.N.), by Grade

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Effect Size
9	17	23.82	9.48	28.00	7.53	4.18	.674	2.43	.027	.59
10	13	24.46	5.80	28.46	5.03	4.00	.636	3.09	.009	.86
11	*									
12	*									

*Number of students insufficient to perform statistical test.

ATTENDANCE

The program objective in this area called for an attendance rate for program students that was higher than that for the general school population. The attendance rates for program students are presented in Table 16. The z-test was used to examine the difference in attendance rates of program students and the general school population. A result (z-value) sufficiently large to attain statistical significance indicates that the program attendance rate is not based on a representative sample of the school population, i.e., that the two attendance rates are significantly different. The general school attendance rate was 67 percent. As may be seen, program attendance for every grade was considerably higher. The statistical test performed (see Table 17) indicates that the difference between the two rates of attendance is highly statistically significant. The program objective was thus achieved.

TABLE 16

Attendance Percentages of Program Students

Grade	Number of Students	Mean Percentage	Standard Deviation
9	83	86.89	10.85
10	71	89.76	7.88
11	36	86.25	8.86
12	24	93.67	6.20
TOTAL	214	88.50	9.39

TABLE 17

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Number of Students	School Register	Program Attendance	School Attendance Rate	Q[a]	z[a]	Significance
214	2365	88.50	67.3	32.7	6.6	.0001

[a]The z-test formula is:

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

where p=program attendance; P=school attendance rate; Q=(1-P)=the residual of P and n=the number of program students.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In 1982-83, Project BISECT focused primarily on assisting limited English proficient students to acquire English language skills as quickly as possible. It also attempted to increase students' career awareness and development with an extensive system of vocational testing, counseling, and career-related course offerings. A third objective promoted the coordination of linguistic skills-training with career orientation.

The program has been highly successful in meeting all of these objectives. This was accomplished through the development of appropriate courses and materials as well as the availability of a resource center and library. To support the instructional design, tutoring, counseling, trips, and career-related activities were offered to participating students. This extensive implementation in a brief period was facilitated by the support and collaboration of the school principal, other administrative and pedagogical staff members, as well as parent and community members.

The highlights of the program included: an emphasis on career development integrated with content-area courses and newly-developed curriculum materials; the focus on career training, which involved practical "hands-on" experiences to youngsters in their respective field of interest; the implementation of a tutoring program which assisted students experiencing difficulties in adjusting to classroom demands; the active participation of parents, which served to effectively involve the community; trips to educational and cultural sites; and the enthusiasm and dedication of the bilingual staff.

Staff development efforts were extensive, with a series of workshops presenting information on the history and development of bilingual education for bilingual and non-bilingual staff; a course in Spanish was also offered to any staff member requesting it. Because they were directed towards broad issues, the workshops could not address specific staff needs -- especially those of staff members serving bilingual students for the first time, or working outside their area of expertise (such as those providing instruction in math and science).

Generally, the student outcome information shows strong patterns of achievement in E.S.L., the content areas, and attendance. However, the number of students reported as having complete data was low. This was especially the case in those test administrations where, unfortunately the program has little direct impact -- Chapter I and city-wide P.S.E.N. (reading and math) testing.

RECOMMENDATIONS

The following recommendations are offered as a guide to enhance what is already a well-implemented program:

1. The school administration should make every effort to recruit fully bilingual personnel in the areas of mathematics and science for the effective development of students' linguistic and cognitive skills.

2. The program staff might consider conducting a needs assessment for the Title VII and the instructional staff which would serve as a basis for planning and providing staff-development activities. Such

activities should also address the needs of staff members who are new or are teaching outside their area of expertise through the provision of workshops or demonstration lessons.

3. There should be a clear procedure for lesson planning and implementation between teachers and educational assistants. Increased coordination should contribute to the paraprofessionals' professional development as well as facilitate the teachers' tasks. Ultimately, this could translate into better academic achievement on the part of the students.

4. Preparation of curriculum materials would be greatly enhanced if there were increased coordination among the bilingual office staff, the content-area teachers, and their respective department heads. This might be facilitated if a survey were made of existing curricula and materials. The staff could then determine areas of need and coordinate curriculum/materials development efforts in a systematic fashion. Coordination might assist in the development of materials suitable for dissemination and replication.

5. Several staff members commented upon the importance and benefit of tutoring, particularly for students who are basically capable but who become so frustrated that they abandon all efforts. This is a component that could be given additional emphasis since it has proven to be so helpful. The program may be expanded by providing peer tutoring should this seem appropriate. The project director might also look into

the possibility of using other space in the school to provide uninterrupted work time and privacy in tutoring on a small-group or individual basis.

6. Among the female students expected to register at Clinton for the '83-'84 school year, potential program participants should be identified. This could serve to bolster registration and could generate additional interest on the part of present and previous participants in the program's extracurricular activities.

7. The report commented upon the rumors which served to lower the school's reputation and limit enrollment. It is recommended that efforts be made to clarify and correct such disparaging remarks. The staff may want to publish positive aspects of the program and project-related activities through the school bulletin, local newspapers, and radio, as well as through community press releases. In particular, emphasis could be placed on the program's impact on students, parents, and the community.

8. The parent component seems to be a particularly strong point of the project. The recruitment of parents, the active parents advisory committee, bilingual competency of staff members and materials prepared for meetings by the staff have all contributed to its strength. This component should be maintained and reinforced.

9. The Title VII staff is urged to report data as systematically as possible. If possible, the project director might meet with the staff responsible for CREST testing to explain the importance of this information

for the evaluation of Title VII as well as Chapter I/P.S.E.N. programs. This might result in more students being tested as proposed.

In summary, the bilingual program at Clinton is highly recommended for recycling. If the project continues in the direction towards which it is heading, it should become a program which other high schools may follow.

VIII. APPENDICES

APPENDIX A

OUTSIDE CAREER COURSES AVAILABLE TO CLINTON STUDENTS

SUMMER COURSES: JULY 5, 1983 - AUGUST 4, 1983

BRONX

Columbus H.S. 925 Astor Avenue Bronx, N:Y: 10469 231-5000	L.J. LaMagna Monday - FridAy 9:00 A.M. - 1:00 P.M.	Animal Care Auto & Small Engine Repair Beginning Typing Intermediate Typing
Herbert H. Lehman H.S. 3000 E. Tremont Bronx, N.Y. 10461 824-0500	H. Stein Monday - Friday 9:00 A.M. - 1:00 P.M.	Auto Repair Beginning Typing Electronics Photography
Morris H.S. 166th St & Boston Rd. Bronx, N.Y. 10456 542-3700	D. Kroun Monday - Friday 9:00 A.M. - 1:00 P.M.	Accounting Advanced Typing Beginning Typing Business Machines Office Training * Typing/Office Skills

MANHATTAN

Norman Thomas H.S. 111 E. 33rd Street New York, N.Y. 10016 532-8910	Stanley Lustgarten Monday - Friday 9:00 A.M. - 1:00 P.M.	Beg. - Adv. Typing Computer Programming Key Punch * Typing/Office Skills
Park West H.S. 525 W. 50th Street New York, N.Y. 10019 586-7392 or 247-2650	Jeffrey Zerowin Monday - Friday 9:00 A.M. - 1:00 P.M.	Catering - Cooking Entrepreneurship A Entrepreneurship B Restaurant - Cooking
School Of Visual Arts 209 E. 23rd Street New York, New York10010 373-6400 or 679-7350	Ivan Rubin Monday - Friday 9:00 A.M. - 1:00 P.M.	Animation Filmaking Basic Photography Commercial Photography Fashion Design Illustration Design

*TOLLEPS Training: Training in Occupations and Language for Limited English Proficiency Students
Florence Jackson: 624-7577

APPENDIX B

Site Visits

Date (1983)	Location	Purpose
April 18	North Bronx Central Hospital	Discussion of approximately 200 health service careers.
May 4	E&M Cutting Company	Career choices in fashion, manufacturing, and design.
May 11	Career Training Program	Exposure to banking services, insurance, brokerage.
May 17	Bronx Community College	Careers in health, business, and engineering technology.
May 24	Citibank Urban Affairs	Orientation in banking services and office skills.
May 25	Channel 7	Careers in communications and electronics engineering.
May 30	N.Y.C. Board of Ed (Coats Unit)	Overview of careers and services in cooking, engine repair, cosmetology, food preparation, clerical work, army, medicine, electric wiring, carpentry, plumbing and travel services.
June 1	Grand Hyatt Hotel	Careers in hotel services.

APPENDIX C

BILINGUAL CAREER PROGRAM, SPRING 1983

April 13, Speaker: Pete Morales, Careers: -Pilot
-Corrections Officer
-X-Ray Technician

April 18, Trip: North Bronx Central Hospital, Ms. Alice Davis
Careers: -200 Health Services

April 20, Speaker: Mr. Romer, Apex Technical School
Careers: -Auto Body Repair
-Diesel Motor Service
-Welding
-Air Conditioning, Refrigeration

April 25, Speaker: Mario Torres, Careers: -Con Edison
-Job Application
-Job Interview
-Resumé

May 3, Speaker: Mr. Michael Weingarten
from Fashion Institute Technical Careers
Careers: -Fashion
-Apparel Production Management
-Textile Technology

May 4, Trip: E & M Cutting Co., Mr. Rafael Soto
Careers: -FAshion
-Manufacturing, design

May 11, Trip: Career Training Program, Boy Scouts of America,
Ms. Essie Lacay, Careers: -Banking services
-Insurance
-Brokerage

May 16, Group Counseling Sessions : Career exploration,
Careers: -Health Services
-Office Skills
-Protective Services
Preparatory discussions to Mini-Film Festival 5/18/83

APPENDIX C

(Continued)

May 17, Trip: Bronx Community College
Careers: -Health
-Business
-Engineering Technology

May 18, BILINGUAL MINI-FILM FESTIVAL at DeWitt Clinton
Careers: -Job Searching
-Job Interview
-Variety of careers

May 19, Group Counseling Sessions : Debriefing relative to Mini-Film Festival

May 24, Trip: Citibank Urban Affaires, 399 Park Avenue, NYC, Ms. Barbara Conley, Careers: -Banking services
-Office Skills

May 25, Trip: Channel 7 , Mr. Francis Duffy
Careers: - Communications
- Electronics Engineering

May 30, Trip: NYC Board of Education Career Counseling and Resource Center, Ms Irma Godlin,
Use of COATS Units:
Careers: -Cooking, Food Preparation
-Clerical
-Small Engine Repair
-Drafting
-Medical
-Electric Wiring
-Cosmetology
-Carpentry
-Plumbing
-Travel Services

June 1, Trip: Grand Hyatt Hotel, 42nd St & Park Avenue, NYC, Mr. O8Shea, Careers: -Hotel Services

June 3, Speaker: Dr. Stanley Greeblatt, Engineering

APPENDIX C

ADDITIONAL CAREER-RELATED ACTIVITIES

Aspira Workshops for Juniors and Seniors
Aspira Workshops on Financial Aid for Students
Federal, State, and City Money (3 basic types)
At: DeWitt Clinton High School
March 3, 1983, and March 25, 1983; 4th period
Attended by: Mr. Marquez of Aspira, Title VII Project Director, Guidance Counselor, and Resource Teacher
Information and applications distributed
Discussion of: Financial Aid, How to Apply for College Admission, Awards and Scholarships, etc.

Aspira, Mr. Joshua Marquez, Careers Counselor
Individual Career and Vocational Counseling
with Title VII students

Lehman College Volunteer Peer Tutors
12 tutors participated
1 tutor was hired as an Education Assistant (paraprofessional)

APPENDIX D

CULTURAL ACTIVITIES

Assemblies Conducted at DeWitt Clinton by Title VII Staff and Students

1. Puerto Rican Discovery Day Assembly Program
   November 19, 1982
2. Dominican Independence Day Assembly Program
   February 28, 1983

Trips for Students

1. Radio City Music Hall, Christmas Show
   December 16, 1984
2. Movie: "Chandi" at Ziegfeld Theater
   January 12, 1983
3. United Nations
   March 18, 1984
4. New York Yankees, Opening Day, Yankee Stadium
   April 12, 1984
5. Circus, Madison Square Garden
   May 17, 1983
6. Broadway Show: "Nine" (for seniors and graduates)
   June 8, 1983
7. Broadway Show: "Amadeus," at Broadhurst Theater

Cultural Events Attended by Title VII Resource Teacher and Students

Hispanic Festival, Aspira
City College, 135th Street and Convent Avenue, New York City
May 4, 1983 and May 5, 1983

The Puerto Rican Cultural Heritage House
An Exhibition of Paintings, Sculptures, Artisans' Works
Damrock Park at Lincoln Center, 62nd Street and Amsterdan Avenue, NYC
June 11, 1983

APPENDIX E

Conferences and Workshops (Local)

Sponsors	Location	Title	Attended By
1) Office of Bilingual Ed (O.B.E.) N.Y.C. Bd. of Ed.	Hall of Board	"Technical Assistance for the Preparation of Title VII Proposals"	Project Director
2) State Education Department	Two World Trade Center	"Technical Assistance for Basic and Demonstration Projects"	Project Director
3) Hunter - C.W. Post (BESC)	Hunter College	"Evaluation Design: Student Outcomes"	Project Director
4) State Education Department	Two World Trade Center	"Chapter I/P.S.E.N., ESL Educational Assistance in High Schools"	Educational Asst. (Title VII, Title I)
5) O.B.E.	Board of Ed.	"Completion of BESIS Roster"	Project Dir., Guidance Counselor
6) Hunter - C.W. Post (BESC)	Hunter College	"Evaluation Design: Program Documentation"	Project Dir., Guidance Counselor
7) O.B.E.	Board of Ed.	"Title VII Continuing Application for 1983-84"	Project Dir., Guidance Counselor
8) O.B.E.	Board of Ed.	"LAB Orientation"	Project Dir., Guidance Counselor
9) Office of High Schools	Martin Luther King, Jr, H.S.	"Staff Development Session for Guidance Counselors funded by Title VII and Title I"	Project Dir., Guidance Counselor
10) Hunter - C.W. Post (BESC)	Hunter College	"Evaluation Utilization"	Project Dir.
11) Educational Testing Service and Teachers College	Teachers College	"Institute on Assessment and Evaluation in Bilingual Ed."	Project Dir.
12) Bronx High School	Dunwoodie Golf Course	"Bronx High School Guidance Meeting"	Project Dir., Resource Teachers, Guidance Counselor

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APPENDIX E (Con't)

Out-of-Town Conferences

Sponsors	Location	Title	Attended By
1) Office of Bilingual Education and Minority Language Affairs	Washington, D.C.	"Policy Clarification and Information Sharing"	Project Director
2) National Association for Bilingual Education	Washington, D.C.	"Bilingualism in the National Interest"	Project Director
3) New York State Association for Bilingual Education	Rye, New York		Project Director, Guidance Counselor
4) New York State Bil. Ed. Bureau	Albany, New York	"Title VII Managers and Evaluation Conference"	Project Director
5) N.Y. State Ed. Dept. Bureau of Bil. Ed. and Center for Learning Technologies	Albany, New York	"Symposium on Instructional Technology and The Education of Students of Limited English Proficiency"	Project Director

Conferences and Workshops on Careers

Sponsors	Location	Title	Attended By
1) Bureau of Educational and Vocational Guidance	Fashion Institute of Technology (N.Y.,N.Y.) and BEVG Resource Center (Brooklyn, N.Y.)	"Tools and Tricks of the The Trade: Resources of BEVG Center for Counseling"	Guidance Counselor and Project Director
2) Master - C.W. Post BESC	C.W. Post College (Greevale, N.Y.)	"Career Conference for High School Guidance Counselors and Program Coordinators"	Guidance Counselor
3) Aspira of New York	Hunter College (N.Y., N.Y.)	"Talent Search - Career and Occupation Fair"	Project Director, Guidance Counselor, Resource Teacher and 14 Title VII Students
4) Sports Foundation and Bronx Talent Search	Bronx Community College	"College and Career Fair"	Resource Teacher, Guidance Counselor and Title VII Students

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APPENDIX F

Parental and Community Involvement Activities

1. The first meeting of the Intergenerational Programs Committee of the North Central Bronx Council for Youth sponsored by the Montefiore Health Community Participation Program (teens and seniors will train together to work in Day Care) At: St. Philip Neri R.C. Church, St. Angelo Room, Bronx, N.Y. January 12, 1983; 6:30 P.M. Attended by: Title VII Project Director and Guidance Counselor.

2. Hostos Community College Community Advisory Council Meeting, 475 Grand Concourse, Room 318, Bronx, N.Y. January 20, 1983; 6:30 P.M. Attended by: Title VII Project Director.

3. PREA Membership Workshop (Puerto Rican Educators Association) "N.Y.C. Politics and the Puerto Rican/Hispanic Community" At: John Jay College, West 59th St. and 10th Ave., N.Y.C., 2nd fl. Attended by: Title VII Project Director January 21, 1983; 7:00 P.M.

4. 52nd Precinct Community Council, General Meeting At: St. Nicholas Tolentine R.C. Church, Bronx, N.Y. February 20, 1983; 7:30 P.M.-10:00 P.M. Attended by: Title VII Project Director and Guidance Counselor.

5. General meeting of the North Central Bronx Council for Youth At: DeWitt Clinton High School February 23, 1983; Attended by: Title VII Project Director and Guidance Counselor.

6. English-as-a-Second Language Workshops for Title VII Parents, four in October and November, 1982 (2-hour workshops conducted by Title VII Projected Directed, Attended by 6 to 8 parents) 12 in December and January, 1983 (2-hour workshops conducted by Title VII Guidance Counselor, Attended by 4 to 6 parents).

7. Parent-Student Advisory Committee Meetings

Monthly, - 10/7/82; 11/4/82; 12/9/82; 1/6/83; 2/3/83; 3/3/83; 4/7/83; 5/5/83; 6/2/83 (11:00 a.m.- 12:p.m. in Bilingual Resource Room 12:P.M.- 1:00 P.M. in Principal's Office) Attended by 12 to 18 Title VII parents, 1 guidance counselor from mainstream, 2 to 4 Title VII students, Title VII staff, and school principal.

In principal's office, met with Executive Board of General Parents Association (to form liaison), principal, and school guidance counselors (2) from mainstream. (Title VII educational evaluator attended on 6/2/83) Dates of monthly meetings (11:00 A.M. - 12: P.M., and 12:00 P.M. - 1:00 P.M.)

8. Parent-Teacher Conferences

Open School Evening - 11/29/82 and 3/14/83
Open School Afternoons - 11/30/82 and 3/15/83
Title VII staff, assistant principals, classroom teachers met with parents individually.

9. Parents Association meetings

Four evenings at 7:30 P.M., to distribute report cards and discuss progress with parents, attended by: Title VII Project Director, Guidance Counselor, and Parent Association Executive Board Assistance Principal, Principal mainstream counselor, and parents.

10. The Fourth Annual Hispanic Parents Conference on Education. (Cuarta Conferencia Anual Para Padres Hispanos Sobre Educacion) At: Martin Luther King High School, 65th Street & Amsterdam Avenue, New York, N.Y. November 6, 1982
Attended by: Title VII Project Director, Resource Teacher, and five Title VII parents (from DeWitt Clinton High School)

11. Board of Directors Meeting. September 27, 1982 Centro Educacional Caribe 5960 Broadway New York, N.Y. 10032 (Discuss the outcome of proposal sent to Community Development Agency to obtain funding to allocate a new location for the adult educational program at Centro Educacional Caribe).

Board of Directors Meeting. October 11, 1983. Centro Educational Caribe Discuss - Approval of the proposal by the Community Development Agency. Plan to write a youth proposal for the youngsters in the community.

*Note: The Board of Directors meets once a month to discuss Graduation that occurred twice a year, educational programs, curriculum, fund raising etc.

12. Community Workshop, District 6, October 13, 1982, 665 West 182nd Street New York, N.Y.

Meeting with Mrs. Loida Alfalla, District Superintendent and Mr. Alfredo White, director of Centro Educacional Caribe, and some community members.

13. Community School Board Meeting. November 10, 1982 Junta Escolar. District 6. IS 233 - 601 West 183rd Street New York, N.Y.

14. The Puerto Rican Diasphora An outlook for the Puerto Rican Migration Patterns to the U.S. March 11, 1983 Lincoln Hospital 149th Street and Morris Avenue Bronx, N.Y.

15. Pro-Recaudacion de fondos Compana Electoral. District 6. April 17, 1983 El Emperador Restaurant, 2178 Amsterdam Avenue, New York, N.Y.

16. Coaching Workshop and General Membership Meeting. Puerto Rican Educators Assoc. April 28, 1983 John Jay College, 445 West 59th Street, New York, N.Y. Attended by Project Director and Resource Teacher.

17. West Side Community Conference April 30, 1983 Columbia University, Ferris Booth Hall, 115th Street & Broadway, New York, N.Y.

18. Annual Banquet Celebration of the 15th Anniversary of the Puerto Rican Educators Association. Salutes Anthony J. Alvarado Chancellor of the New York City Schools. May 19, 1983 Terrace on the Park, Flushing Meadow Park, Queens.